

**“Share the Music” Curriculum**  
**Grade 3**

**UNIT 1:**

Lesson 1:

- Environmental song
- *Objective: Create movements to demonstrate contrasting sections*
  - Write down things that endanger the planet
  - Share with class
  - Read *Garden of Earth poem*
  
- **Focus: Notation**
- *Objective: Read rhythm patterns and solfege syllables.*
  - Vocal warm-up using *do, re, mi, so, la*
  - Alabama Gal.
  - Clap rhythm while singing the song
  - Reading transparency – R. M aster p. 36
  - song and dance
  - talk about **two beats in a measure,**
    - **bar lines between measures,**
    - **double bar at the end of the song**
  
- **Focus: Beat**
- *Objective: Experience steady beat through moving and playing*
  - Four contrasting rhythm instruments

Lesson 2:

- **Focus: Rhythm**
- *Obj: Demonstrate steady beat through movement*
- Self-importance song
  - Small groups – show the steady beat of the song through made-up movements **ASK:**
    - ♣ Did the mvmts. how the steady beat?
    - ♣ Were they interesting
    - ♣ Did all the members participate?
- Play Bach’s 2-Part Invention No. 8 in F Major
  - Talk about the steady beat
  - Ask if there is a steady beat throughout (no, there is a ritard at the end)
  - Ask them to stand up every time they hear the “theme”
- This Land is Your Land
- *Obj.: Respond to meter in 2*
  - Map of the United States
  - Talk about places they’ve traveled and why they’re beautiful and unique

- Play rhythm instruments (tambourines only on the refrain)
- Where oh where is Johnny?
  - Play the play –party game
- Solfege notation
- *Obj.: Write a do pentatonic scale*
  - Orff arrangement p. 13 Orff Resource Book

Lesson 3:

- **Focus: Steady Beat and Silent Beat**
- *Obj: Demonstrate steady beat and silent beat through playing instruments*
- Rockin' Robin
  - Play Bobby Day and Michael Jackson version
  - Name how many birds were mentioned
  - 4 different instrument sections – one for each line - all on the chorus
  - play recorder in the rests- all on A
- Do Wah Diddy Diddy (Jeff Barry and Ellie Greenwich)
  - Movements
- Earth/ Garden Song
- *Obj: Respond to long and short phrases*
- Hill an' Gully (Jamaican Calypso Song)
  - Resource Master p. 37

Lesson 4:

- **Focus: Steady Beat**
- *Obj.: Feel steady beat through playing rhythm instruments, clapping and hand jives*
- Rap and/ or body percussion “Supermarket Shuffle”
  - Kids write a rap and/or learn about rap
  - Give them a theme to work with
  - Perform in front of the class
- **Focus: A Song about Seeing Beauty in the World**
- *Obj.: Respond to ABA form through movement*
  - Song? Shall Not live in Vain?
- **Focus: Do pentatonic scale**
- *Visually identify a do pentatonic scale*
- Great Big House (play party from Louisiana)
  - Resource Master . 38 (Transparency)

Lesson 5:

- **Focus: Tempo**
- *Obj.: Listen to and identify slow and fast tempos*

- Sing Sarasponda (it speeds up)
- Listen to Hungarian Dance No. 6 (by Johannes Brahms)
- Resource Master p. 17
- - Listen to: see list on page 13 of curriculum book (8 pieces, all fast and slow) “What do I hear” activity.
- **Focus: An African American Spiritual**
- *Obj.: Respond to steady beat by moving, playing instruments, singing and creating*
- Walk Together Children (spiritual)
  - Sing, fill in other movements
- Listen to Amen
  - Fill in Venn diagram, comparing both spirituals
- **Focus: Do**
- *Obj.: Write extended do pentatonic scales*
- Old Aunt Dinah
  - Orff arrangement p. 145 (Resource Master)
  - Play party

#### Lesson 6:

- **Focus: Listening**
- *Obj.: Discover elements of ragtime and dance rhythms through listening*
- Maple Leaf Rag (Scott Joplin)
  - Clapping pattern/ stamping pattern
- Juba Dance (R. Nathaniel Dett)
  - Hand jive, body percussion
- **Focus: A Hebrew Folk Song**
- *Obj.: Plan a program to celebrate United Nations Day*
- Hebrew Folk Song?
  - Read the poem *Peace Dove*
- **Focus: Assessment**
  - Flash cards of rhythm patterns

#### Lesson 7:

- **Focus: Assessment**
  - Review songs
- **Focus: A Song that compares people to flowers in a garden**
- *Obj.: Respond to AB form with movement*
- Song?
  - Create gestures for each section

#### Lesson 8:

- **Focus: A Song About All Children Joining Together**

- *Obj.: Demonstrate proper breathing for expressive singing*
- Song?
  - Sing with proper phrasing
  - Breathing warm-ups (see book)

Lesson 9:

- **Focus: Assessment**
- Resource Master p. 9 – critically thinking about your favorite song